

**The Report of the  
Accreditation Visiting Team**

**Saint Sophia Hellenic  
Orthodox School  
5341 South Highland Drive  
Salt Lake City, Utah 84117**

**February 21, 2008**



**Utah State Office of Education  
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**THE REPORT OF THE  
VISITING TEAM REVIEWING**

**Saint Sophia Hellenic Orthodox School**

**5341 South Highland Drive  
Salt Lake City, UT 84117**

**February 21, 2008**

**UTAH STATE OFFICE OF EDUCATION**

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State Superintendent of Public Instruction**

**DIVISION OF  
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## **FOREWORD**

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, February 21, 2008, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Saint Sophia Hellenic Orthodox School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by Principal Dr. Susan Brady is also commended.

The staff and administration are congratulated for their desire for excellence at Saint Sophia Hellenic Orthodox School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Saint Sophia Hellenic Orthodox School.

Patti Harrington, Ed.D.  
State Superintendent  
of Public Instruction

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Secretary

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\*\* CMAC Representative Appointment

7/25/2007

# SAINT SOPHIA HELLENIC ORTHODOX SCHOOL

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# SAINT SOPHIA HELLENIC ORTHODOX SCHOOL

## ADMINISTRATION AND STAFF

### School Administration

Dr. Susan L. Brady..... Director

### Support Staff

Judy Haws ..... Office Manager  
Pam Day ..... Accounting  
Andrea Giamalakis..... Development

### Faculty

Twanya Goodfellow..... Preschool  
Diana Burbidge ..... Pre-Kindergarten  
Shelly Howells ..... Pre-Kindergarten  
Alice Correa ..... Kindergarten  
Sharon Rixner ..... First Grade  
Gail McComas ..... Second Grade  
Cece Holt ..... Third Grade  
Andrea Baur ..... Third/Fourth Grade  
Patti Allen ..... Fourth Grade  
Georgette Kapos..... Fifth/Sixth Grade  
Shelly Howells ..... Art  
Samina Wyness ..... Computers/Media  
Maxine Babalis ..... Science  
Carrie Pappas ..... Greek  
Nitsa Tsoutsounis..... Greek  
Andrea Giamalakis..... Religion

## **VISITING TEAM REPORT**

### **SAINT SOPHIA HELLENIC ORTHODOX SCHOOL**

#### **MISSION STATEMENT**

Saint Sophia Hellenic Orthodox School provides students with a foundation for continuous intellectual, social, spiritual, and physical growth. With the cooperative spirit inherent in Hellenic ideals and with emphasis on Christian principles, our school seeks to create an academic environment that promotes critical and creative thought from a variety of instructional strategies in reading, math, science, history, computer science, music, language and fine arts.

#### **BELIEF STATEMENTS**

##### **Belief statement #1**

Create an academic environment that promotes critical and creative thought from a variety of instruction strategies in reading, math, science, history, computer science, music, language arts and fine arts.

##### **Strengths**

###### **Students:**

- Have opportunities for artistic expression

- Are learning reading/writing strategies that will increase chances for success

- Identify with this school and its goals

- Think the work of the school is important and valuable

- Are informed regularly of their attendance

- Are informed regularly of their grades

- Have opportunities to work with many teachers

##### **Weaknesses**

###### **Students:**

- Need to have better cross curricular and cross grade focus

##### **Belief statement #2**

Expand each student's social and spiritual development by enhancing the core curriculum with a focus on religious and cultural education

##### **Saint Sophia**

- Presents a diversity of teaching styles to accommodate different learning styles

- Shows student that if they work hard, they can excel

- Facilitates the development of positive character traits



Relates lesson content to real-life situations and issues  
Offers a wide variety of classes taught by various teachers  
Individualizes to each student's ability level  
Teachers model and encourage positive communication

Belief Statement #3

Develop respect for diverse communities by exploring the history, language and traditions of many cultures

Saint Sophia

Helps students feel safe asking questions at school  
Teachers and students treat each other with respect  
Parents feel welcome and are satisfied with this school  
Embraces diversity, both ethnic and life style choices

Belief Statement #4

Improve social consciousness by promoting honesty, responsibility, caring and fellowship

Saint Sophia

Has smaller student to teacher ratios to enhance learning  
Provides the chance for one-on-one dialog and assistance for every student  
Staff members are dedicated to the school and its goals  
Teachers all have a high educational level and continue to take classes regularly  
Offers a high quality educational program  
Teachers and staff are concerned about every student

Belief Statement #5

Teach a life of service through community and family involvement

Saint Sophia

Encourages each class to provide volunteerism and giving  
Provides many opportunities for service

**DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)**

Saint Sophia is in the process of developing school wide DRSLs. Individual teachers have generated DRSLs in Reading and Writing but at the time of the visit the school had not yet completed schoolwide DRSLs.

Date of visit: February 21, 2008

## **MEMBERS OF THE VISITING TEAM**

Ted Lovato, Accreditation Consultant, Utah State Office of Education, Visiting Team Chairperson

Georgia Loutensock, Education Specialist, Utah State Office of Education

## **VISITING TEAM REPORT**

### **SAINT SOPHIA HELLENIC ORTHODOX SCHOOL**

#### **CHAPTER 1: SCHOOL PROFILE**

Saint Sophia Hellenic Orthodox School is located on the grounds and connected to Prophet Elias Greek Orthodox Church. The school was founded in 1996 and opened its doors to students in 1997 as a preschool and kindergarten. In 1998 first grade was added, along with a library and playground. In 1999 the school greeted second graders and a computer lab for student use. In subsequent years grades three, four, five and six were added. Saint Sophia graduated its first sixth grade class on May 26, 2004. At this time the school had an enrollment of nearly 100 students in preschool through sixth grade. The current enrollment is over a hundred students (111 as of October 1, 2007).

Saint Sophia offers a “unique education structured on Greek tradition of excellence in education and Christian principles of cooperation and faith in spiritual development. The school is the only school of its kind in Utah to teach Modern Greek, a language rooted in science, philosophy, medicine and religion.” Saint Sophia School maintains a non-proselytizing tradition of the Greek Orthodox Church and provides education to a student body of diverse backgrounds. Seventy percent of the students come from the Greek Orthodox community, and the remaining 30 percent from the greater Salt Lake area. Students are immersed in a strong academic curriculum, with pullout programs in religion, art, computers, science, physical education and dance.

*a) What significant findings were revealed by the school's analysis of its profile?*

Test results from the Iowa Basic showed high student achievement at all levels tested. The school credits this achievement to small class sizes, resulting in increased teacher-to-student interaction, and thus greater student achievement. All grade levels scored far above the national average in all categories. Percentile rankings ranged from 84<sup>th</sup> to 96<sup>th</sup> compared to national averages.

Saint Sophia School has a strong sense of community. Students, staff, faculty and parents are involved and energized about the school. Survey data validated this conclusion.

*b) What modifications to the school profile should the school consider for the future?*

Future school profiles should include longitudinal data on student performance, plus follow-up information on former students. Enrollments in the upper grades are significantly smaller than those in preschool and kindergarten. Saint Sophia

might want to investigate why students leave the school before completing sixth grade.

- c) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The self-study gave an accurate picture of the school, its philosophy, and its program. The Visiting Team was impressed by the openness of everyone with their feelings and opinions about the school. Most stakeholders were very positive in their comments and expressed similar concerns for the present and future, mostly based on enrollment numbers and future plans for Saint Sophia School.

#### **Suggested Areas for Further Inquiry:**

- Include longitudinal data from norm-referenced assessments, and cohort data to illustrate progress of students over a period of years
- Saint Sophia should revisit the mission, beliefs and DRSLs to assure alignment and clarity. The beliefs as written are almost DRSLs rather than beliefs. The school needs to continue to work on school-wide DRSLs (desired results for student learning) that align with the mission and beliefs. The mission, beliefs and DRSLs should form a pyramid that align and define the school and its philosophy, purpose, and plans for the future.
- The current action plan needs to be formalized to establish time lines and assign specific responsibilities. The Visiting Team was told that the action plan is still in development but wishes to impress on the school the importance of a formal document that aligns with the school's mission, and beliefs.

## **CHAPTER 2: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) TEACHING AND LEARNING STANDARDS**

#### **Mission, Beliefs and Desired Results for Student Learning (DRSLs):**

- a) *To what degree were the school's mission statement, beliefs, and DRSLs developed and/or revised collaboratively by the school community to define a compelling purpose and vision for the school and to support student achievement?*

The mission statement, beliefs, and DRSLs had school-wide collaboration in their establishment. It became obvious to the Visiting Team that the Saint Sophia staff still needed to develop **school-wide** desired results for student learning (DRSLs).

This need will be a priority for school leadership and staff.

The school had each teacher at each grade level generate DRSLs in reading and writing. Good work and thought are evident throughout.

- b) *To what extent do the school's mission and beliefs align to support the school's DRSLs?*

The Visiting Team feels much work still needs to be done with this area. The school must be sure that a school-wide mission, beliefs, and the DRSLs are aligned and be made clear. The beliefs must not be seen as the actual DRSLs.

- c) *Describe the indicators (measures) that have been developed to assess the school's progress in assessing the DRSLs.*

All grade level teachers at St. Sophia School were given the charge to establish DRSLs in the areas of reading and writing for their respective grade level. It was apparent to the Visiting Team that the teachers did a fine job. The school must still seek to develop school-wide DRSLs; thus, indicators have not been developed.

- d) *To what extent do the school's mission, beliefs, and DRSLs guide the procedures, policies and decisions of the school, and appear evident in the culture of the school?*

As mentioned under "Suggested Areas for Further Inquiry," the Visiting Team believes that St. Sophia staff must revisit the mission, beliefs and DRSLs to assure alignment and clarity. The mission, beliefs, and DRSLs should form a pyramid that align and define the school and its philosophy, purpose, and plans for improvement in the future.

### **Curriculum:**

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards, the Utah Core Curriculum, reflecting the Utah Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success?*

The staff at St. Sophia School has a strong sense of camaraderie and possesses strong pride in the school and its students. The teachers work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum. More involvement of *Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success* is needed.

- b) *To what extent does the curriculum engage **all** students in inquiry, problem-solving, and higher-order thinking skills?*

The Visiting Team was truly amazed at the way all students are actively engaged in their learning at St. Sophia School. Students at all grade levels are challenged to think, communicate, and collaborate, and it was evident that higher-order thinking skills and problem solving are the norm at the school. The science projects witnessed by the Visiting Team, as a result of a recent Science Fair, were advanced and well presented by the students.

It is apparent to the Visiting Team that the small student-teacher ratio is beneficial in engaging all students in the learning process.

- c) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's DRSLs?*

The teachers at St. Sophia focused their desired results for student learning on reading and writing at all grade levels, pre-K to sixth grade. It was evident in the "Scope and Sequence" section of the self-study that, for each grade level, teachers are successful in meeting stated goals. The Visiting Team believes that, due to the smallness of the school and thus the faculty, collaboration and support for one another is of a high priority.

- c) *How does the staff use assessments to drive curriculum to ensure that **all** students can reach the intended learning outcomes?*

Students are assessed in a wide variety of ways, including observation, evaluation of written work, oral expression/classroom discussions, and students' abilities to utilize knowledge in every day life. Also, the students are assessed through class work, quizzes and tests, homework, lab work, science journals, and various projects. As a result, teachers utilize the data to drive and improve the curriculum. High test scores on the Iowa Tests of Basic Skills (ITBS) are evidence of this.

**Instruction:**

- a) *To what extent do teachers use a variety of instructional strategies to enhance student learning?*

It was apparent to the Visiting Team that the St. Sophia School faculty uses a wide variety of instructional strategies to enhance student learning. Some of those strategies observed included explicit skill instruction and students working with teachers and parent volunteers (one-on-one and in groups), as well as with each other (pairs); independent reading in a variety of genres; active learning, utilized when learning speaking and listening skills and recalling mathematical facts with speed and accuracy; problem-solving tasks; playing educational games; etc. Apparent strengths observed included a good variety of curriculum materials that

are well used, collaboration planning at each grade level, and a strong emphasis on conceptual understanding as well as skill development.

- b) *To what extent have the school and the staff developed strategies for instruction that build the capacity for explicitly teaching the identified DRSL in every classroom?*

Due to the smallness of the school (111 students), it is apparent that a small, tight-knit faculty exists whose members work collaboratively in developing instructional strategies that are successful in every classroom. The results of the NSSE opinion inventory show that the faculty *strongly agreed* or *agreed* that: (1) The educational program offered to students at Saint Sophia School is of high quality. (2) Students see a relationship between what they are studying and their lives. (3) Teachers hold high expectations for student learning. (4) The school's facilities are adequate to help them succeed in their learning. (5) The school provides students and teachers with a safe and orderly environment.

Instructional strategy is geared toward students' experience with factual mastery, skill development, creativity, comprehension, application, analysis, synthesis, and evaluation.

- c) *To what extent is the school's professional development program guided by identified instructional needs, and how does it provide opportunities for teachers to develop and improve their instructional strategies that support student learning?*

The school's self-study listed many professional development activities and opportunities for teachers including, but not limited to, articulating areas of focus in reading and writing, developing the school's desired results for student learning (DRSLs), analysis for language arts, math, social studies, and science, Gold Medal School workshops, Open Court reading workshops with Granite School District, computer awareness for effective lesson planning, lunch hour brainstorming sessions, etc.

- d) *To what extent are teachers proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective on their own practices?*

The Visiting Team commends St. Sophia School for the outstanding group of teachers currently employed at the school. It was obvious to the Visiting Team that they are enthusiastic, knowledgeable, employ effective instructional strategies, and are greatly appreciated by the students who were interviewed during the site visit. Quality instruction is of the highest priority at St. Sophia School.

- e) *To what extent does the school effectively implement a well-defined plan for the integration of technology into its curriculum, instruction, and assessments?*

It appears, from reviewing the Computer Curriculum Scope and Sequence for grades K–6, that students of Saint Sophia have great opportunities to develop technology skills—from learning the five basic components of a computer system in kindergarten to constructing PowerPoint presentations at the sixth grade level. The school community would like to see an improvement of parental communication with *PowerSchool* or some similar type of technological program.

**Assessment:**

- a) *To what extent has the staff developed classroom or school-wide assessments with performance standards based on clearly articulated expectations for student achievement?*

The Visiting Team observed that this is a strength at St. Sophia School. The staff uses a wide variety of assessments for all learners. Small class sizes allow for continual observation and adjustments to make sure the students are achieving academic expectations. The test scores on the Iowa Test of Basic Skills are well above the national norm.

- b) *To what extent does the school have a process to fairly and equitably assess school-wide and individual progress in achieving academic expectations?*

Throughout the school, teachers make accommodations to meet the needs of individual students by assessing and making adjustments on their own. For specific students, these accommodations are often the result of a team effort among the school, the family, and outside support services. Some of those accommodations evident were small group and/or individual tutoring and/or outside academic support, simplifying, reducing, modifying or extending the assignments, concepts and assessments, specific physical placement in the classroom (sometimes closer to teacher), expanding and enriching daily classroom assignments, etc.

- c) *To what extent does the professional staff use data to assess the success of the school in achieving its academic expectations?*

The Visiting Team was unable to accurately assess how often accurate, valid, and reliable data is used to assess the success of the school in achieving its academic expectations. The school leadership explained that the valuable information gained from the Iowa Test of Basic Skills is used to improve the school at all academic levels. The Visiting Team witnessed many ways in which students are assessed, including quizzes and tests, class work, lab work, projects, science



journals, direct observation, evaluation of written work, etc.

- d) *To what extent does the school's professional development program allow for opportunities for teachers to collaborate in developing a broad range of student assessment strategies?*

The Saint Sophia School's teachers have opportunities for effective staff development. Listed in the self-study were subjects such as benchmarks, areas of strength in each grade level, and departmental analyses (including assessment) for language arts, mathematics, social studies, and science.

- e) *To what extent is there organizational agreement on the use of a school-wide scoring tool to assess the identified DRSL?*

The Visiting Team feels the Saint Sophia School administration and staff need to establish a more defined organizational agreement on the use of a school-wide scoring tool(s) to assess the identified school-wide DRSLs.

### **CHAPTER 3: NAAS SUPPORT STANDARDS**

#### **Leadership and Organization:**

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate that actively supports teaching and learning?*

The Visiting Team found that the Director of Saint Sophia School is a warm, flexible, competent, and experienced school leader who seems to have the best interest of teachers at heart. The Director promotes an environment where teachers feel they have academic freedom but with a high degree of accountability to students and the Saint Sophia community.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative to monitor progress in student achievement and instructional effectiveness?*

It is apparent to the Visiting Team that a high degree of coordination, collaboration, and ownership of the monitoring of school/student progress is evident between the staff and the Director. Regular communication is encouraged, and teachers feel there is an "open-door policy" for opportunities to discuss student progress and the data that measure that progress. The decisions about overall school improvement came from a variety of areas, and team members were encouraged to provide input for the school improvement process.

- c) *To what extent does the leadership provide skillful stewardship by ensuring management of the organization, operations, and allocation and use of resources at the school for a safe, efficient, and effective learning environment which aligns with the school goals, DRSs, and school improvement?*

The Director must play an active and critical role in the funding goals of Saint Sophia School. Three-fourths of generated funds come from a tuition model that seems to be fair and equitable. Scholarships exist, through the endowment fund, for those families having more of a challenge in meeting tuition costs. School leaders believe that “no child should be denied a quality education because of financial reasons.”

The school community is to be commended for the tremendous efforts being made to ensure that a strong financial base exists for the school to be safe and efficient, and to create an effective learning environment that aligns with the school goals, DRSs, and overall school improvement.

- d) *To what extent does the school leadership empower the entire school community and encourage commitment, participation, collaboration, and shared responsibility for student learning through meaningful roles in the decision-making process?*

It was fully demonstrated to the Visiting Team that there exists a trust and respect between school leaders, employees and the school community at large. The Visiting Team had the opportunity to meet several parents to discuss the issues of commitment, participation, and collaboration and shared responsibility for student success. These parents expressed that they always feel welcomed at the school and that the Director indeed practices an open-door policy.

- e) *To what extent has the school established a formal system through which each student has an adult staff member who knows the student well and assists the student in achieving the school-wide expectations for student learning?*

Due to the small student-teacher ratio and the small total school population (111), opportunities exist for one-on-one collaboration between student and teacher. Each of Saint Sophia's employees is a stakeholder in the students' academic progress, and this collaborative process allows for feedback from all stakeholders involved with each individual Saint Sophia School student.

### **School Services:**

This standard is dealt with in the school's NAAS Annual Report, which requires specific responses and information regarding Student Support Services, Guidance Services, Health Services, Library Information Services, Special Education Services, and Family and Community Services.

### **Facilities and Finances:**

This standard is addressed in the school's annual report to NAAS, which requires specific responses regarding the physical plant, finances, audit of school records, advertising, etc.

## **CHAPTER 4: NAAS SCHOOL IMPROVEMENT STANDARD**

### **Culture of Continual Improvement:**

- a) *To what extent has the school developed and implemented a comprehensive school improvement plan using Collaborating for Student Achievement, the Utah accreditation/school improvement process, that is reviewed and revised on an ongoing basis?*

The Visiting Team found that the St. Sophia School staff is highly committed to continuous improvement and academic growth for the children. The Visiting Team suggests more detailed work be completed to the school improvement plan. The National Study of School Evaluation (NSSE) rubric should be used to outline (1) action steps, (2) person(s) responsible, (3) a reasonable time line, (4) evaluation, and (5) resources needed/used.

- b) *To what extent does the school build skills and the capacity for improvement through an aligned and ongoing professional development plan focused on the school's goals for improvement?*

The school personnel are afforded many opportunities for professional staff development, but such professional development should be more focused on the school improvement plan.

- c) *To what extent is the new/revised school-wide action plan adequate in addressing the critical areas for follow-up and is there sufficient commitment to the action plan, school-wide and system-wide?*

See a) above. The action plan needs to be an integral part of the rubric design that defines a time line, action steps, assignments made to certain people, evaluation, and resources needed.

- d) *To what extent does the school create conditions that support productive change and continuous improvement?*

Saint Sophia School is to be commended for creating an environment that fosters

the positive involvement of a very active school community. The Board of Trustees and parents alike expect high standards from everyone associated with the school and this involvement is conducive to supporting productive change and continuous improvement.

## **CHAPTER 5: COMMUNITY BUILDING**

- a) *To what extent does the school foster community building and working relationships within the school?*

The Visiting Team found that the Saint Sophia School fosters an incredible community building and working relationship within the school. The ten-member Board of Trustees is actively involved with the total operation of the school. The Saint Sophia School Parent Association (SSSPA) is a very active parent group formed in 2005. The relatively new organization has become an integral component of the school. Parents volunteer on a daily basis for various programs.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

Saint Sophia School provides an excellent educational environment for a cluster of students from diverse backgrounds. The school maintains the non-proselytizing tradition of Greek Orthodoxy and provides a welcoming environment for everyone. Approximately 70 percent of the students come from the Greek Orthodox community, and 30 percent from the greater Salt Lake City area. A typical week at the school has students immersed in academic curriculum and pullout programs in religion, art, computers, library science, physical education, and dance.

- c) *To what extent has the school engaged the school community in a collaborative self-study process on behalf of students?*

The school community is involved in a large number of facets of the Saint Sophia School program, and has been actively engaged with the self-study process on behalf of students.

- d) *How are results of school improvement identified, documented, used, and communicated to **all** stakeholders?*

The school has an active Board of Trustees that is engaged with most parts of the educational program. Due to its fiscal responsibilities and challenges, knowledge of overall school improvement is of the highest priority to this 10-member board. The school utilizes a new school website and the school newsletter, *St. Sophia*

*Chronicles*, to inform patrons of results associated with school improvement.

## **CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM**

### **Commendations:**

- The Visiting Team commends Saint Sophia School for the highly qualified, caring, loving, and attentive staff that supports a quality learning environment for the students.
- The Visiting Team commends Saint Sophia School for the excellent student-teacher ratio that supports the education of “the whole child.” The small class sizes result in increased teacher-student interaction and, thus, greater student achievement, as evidenced by commendable scores on the Iowa Test of Basic Skills.
- The Visiting Team commends Saint Sophia School for the safe environment that exists at the school. The entire school community expresses that a secure feeling exists throughout the school.
- The Visiting Team commends the Saint Sophia School leadership for providing outstanding opportunities for professional development for all teachers. The Visiting Team commends Saint Sophia School for the establishment of the successful Modern Greek language and cultural curriculum which is offered to students four days a week. Students expressed a great appreciation for the courses.
- The Visiting Team commends Saint Sophia School for fostering and maintaining a strong parent/guardian relationship where the entire community feels part of the school. The Saint Sophia School Parent Association (SSSPA) is very active, and several worthwhile programs exist at the school because of its efforts.
- The Visiting Team commends Saint Sophia School for maintaining a full-day kindergarten program.
- The Visiting Team commends Saint Sophia School for nurturing the strong professional collaboration that exists among the teachers which fosters a diversity of teaching styles in the school.
- The Visiting Team commends the faculty and support staff for the strong support and respect that is evident for the Board of Trustees and the Education Director.

**Recommendations:**

- The Visiting Team recommends that, due to strong school community desire, a continuous effort be expended to investigate and evaluate the possibility of adding seventh and eighth grade levels to the current K-6 configuration.
- The Visiting Team recommends that a larger effort be expended for the development of school-wide DRSLs (desired results for student learning) that align with the overall mission and beliefs of the school. The mission, beliefs, and DRSLs should form a pyramid that match and define the school and its philosophy, purpose, and plans for the future.
- The Visiting Team recommends that additional upper-grade-level books be added to the library collection.
- The Visiting Team recommends that the office space of Saint Sophia School be redesigned so that more confidentiality may be afforded to both working professionals and patrons.
- The Visiting Team recommends that Saint Sophia School continue its efforts to expand the art, music, and physical education curricula for all students of the school.